

## Assessment Report for Assessment of Outcomes 2011

### Medical Imaging SAC

#### **1. Describe changes that have been implemented towards improving student's attainment of outcomes that resulted from outcome assessments carried out in the previous academic year:**

Outcome results for 2009-2010 did not indicate any areas where students, as a whole, failed to meet the College and/or Program goals. However, outcomes from **2008-2009** assessments resulted in the SAC agreeing on the following changes for **2009-2010** courses:

#### RAD 203 – Applied Radiographic Topics

- PCC CO1, Program Goal 1, Course Outcome 2 – Communication  
Additional information on communication with diverse populations, clinical personnel and patient's family members was added to this course following input from clinical affiliates. Affiliate radiography department managers asked their clinical instructors to initiate a discussion about more instruction on communication skills at our Advisory Committee meetings. Hospitals are required to have employees knowledgeable on age specific needs and requirements as well as multicultural issues. Although the Program had been including these topics in courses, it was felt that additional learning experiences during the second year of the Program would reinforce these concepts. All of the added information was directed toward improved and appropriate communication in the clinical setting.

Course requirements included group discussions, projects and homework assignments. Students also were required to do oral presentations.

#### RAD 105 – Patient Care in Radiology

- PCC CO3, Program Goal 3- Critical Thinking and Problem Solving  
Both clinical instructors and managers indicated on assessment tools that some students were not as adept as they should be in critical thinking situations. This was apparent in situations that involved trauma patients or patients in compromised conditions requiring a change in protocols and positioning techniques. Additional lab experiences were involved that challenged the students to work through "unusual" situations. The Nursing Program's simulation lab was also used to evaluate the student's ability to assess a patient, with changing vital signs and conditions, while performing radiographic procedures.

In summary, the faculty addressed the comments made by industry that seemed to be shortcomings of certain graduates. These changes became part of the 2010 Program Outcomes Assessment.

**2. Identify the outcomes assessed this year and describe methods used.**

The Program's Outcomes are demonstrated in the following table:

CTE Assessment Plan

Medical Imaging Department

AAS: Radiography

Outcome	Map to Core Outcome	Setting/Method	Benchmark	Outcomes
Uses effective written and oral communication skills in educational and clinical settings	CO 1 - Communication	<p><b><u>Classroom: RAD 209</u></b> Advanced Radiographic Procedures – 2<sup>nd</sup> Year Course ( 32 students)</p> <p><b>Writing Skills:</b> <u>Method/s: Student Portfolio</u> Rubric used for grading consistency on student papers. Students submit papers on topics approved by instructor and which pertain to unit topics.</p> <p><b><u>Clinical: Hospital Affiliates</u></b></p> <p><b>Oral Skills:</b> <u>Method/s: End of Term Clinical Assessment from Clinical Instructors (8<sup>th</sup> term)</u></p> <p>Clinical instructors will complete their final assessment of student according to Program and professional standards. Criteria is quantified and standardized for consistency from all clinical sites. A standard Program form is used by all sites.</p>	<p>85% of students will score <math>\geq 7</math> on a 9 point scale on written assignment.</p> <p>90% of students will be ranked at <math>\geq 4</math> on a 5 point scale used for evaluating behavioral and performance skills</p>	<p>100% of students (32) received <math>\geq 8</math> on a 9 point scale – average was 8.9.</p> <p>100% of CIICs ranked graduates at <math>\geq 4</math>. Class mean was 4.8. High scores were 5.0 and lowest score was 4.5.</p>
Demonstrate problems solving skills in the clinical setting	CO 3 – Critical Thinking	<p><b><u>Clinical Hospital Affiliates</u></b></p> <p><b>Method:</b> <u>Employer Survey</u></p> <p><b>Employer Survey:</b> Managers will complete Program graduate survey answering questions that pertain to critical thinking skills in patient care and radiographic procedures. These skills are vital in performing non-routine procedures or challenging patient conditions.</p>	<p>90% of respondents will rank graduates <math>\geq 3</math> on a 4 point scale, used for evaluating behavioral and performance skills.</p>	<p>100% of employers ranked graduates at <math>\geq 3</math> on a 4 point scale: 50% received 3's and 50% received 4's.</p>

Successful completion of national certification examination (ARRT)	CO5 –Professional Competence	<p><b><u>ARRT Examination Pass Rate</u></b></p> <p>Students who successfully complete two-year program will sit for national certification examination. Upon successful completion of this exam (at least a score of 75%), they will be certified in radiologic technology.</p>	85% of graduates will score 75% or higher on first attempt	<u>100%</u> of the 2010 graduates passed the national certification examination on first attempt, the class average score was 91.4%. The mean score was <u>9.1</u> on a 10 point scale. The national mean was <u>8.5</u> .
The graduate provide s appropriate care that ensures the safety, comfort and on-going assessment/response to the patient condition	CO6 – Self-Reflection	<p><b><u>Method: Graduate Survey</u></b></p> <p>Program will send graduates a survey 6 months post-graduation that poses questions of self-reflection. Questions pertain to their professional skills, safety and patient assessment, procedure performance, communication skills with staff and patients. Additional questions pertain to evaluating Programs success in teaching the skills required of an entry-level technologist.</p>	Respondents will rank themselves and the Program at $\geq 3$ on 4 point scale.	<p><b><u>Teaching Communication Skills:</u></b> 100% ranked Program <math>\geq 3</math> (4 = 69%, 3 = 31%)</p> <p><b><u>Entry Level Prep:</u></b> 100% ranked Program as <math>\geq 3</math> (4 = 92%, 3 = 8%)</p>
Identifies and understands barriers and misunderstandings associated with different cultures/ethnic groups and how these might affect competent patient care.	CO4 - Cultural Awareness	<p><b><u>Classroom/Clinical Setting</u></b></p> <p>Students will complete modules, and group exercises in RAD 100, 106. Not all activities are for grades. In RAD 203 students must submit individual papers written on the subject of diversity and patient care. A rubric was used to determine points assessed.</p>	Students must achieve $\geq 23$ out of 30 points possible (75% or above).	100% of students received $\geq 23$ points out of 30 possible. Class average was 28.3. High score was 30, low score was 26.
Applies/adheres to radiation protection standards. Maintains safety practices for the community, coworkers and self. Demonstrates adherence to professional ethics and standards.	CO2 – Community and Environmental Responsibility	<p>Students are evaluated each term by clinical instructors using standardize “End of Term “assessment form. Criteria are 10/11/2010 based upon program and accreditation standards.</p> <p>The 5 point scale is used for the skills that are most critical to graduates.</p>	90% of students will be ranked at $\geq 4$ on a 5 point scale used for evaluating behavioral and performance skills	100% of graduates were ranked $\geq 4$ on a 5 point scale. The class norm was 4.8. The lowest score was 4.45, the high was 5.0.

**a. Methods Used:**

As evident in the Outcomes table, numerous methods are used to assess learning and achievement of desired outcomes. Our students must demonstrate both academic and clinical skills that are intertwined and dependent upon each other. Course level outcomes include communication, critical thinking, cultural awareness/competency, ethics and patient care skills. These are also intertwined, as one cannot successfully achieve professional standards in Radiography without all of these skills.

Assessment tools include performance (lab and clinical) procedures, written assignments/papers and oral presentations with rubrics developed to assess specific criteria. Although most students achieve above the benchmark in all areas we assess, there are those who just meet or fail to meet standards and we use the outcomes to assist in counseling and mentoring those individuals.

During 2010 our clinical assessment tool was redesigned following discussions with the Advisory Committee. Each category of the tool used the same Lykert point scale and it was felt that certain skills or behaviors should carry more weight. The revised tool has been used for about 14 months and the results reflect a more accurate account of student performance. The new scales and weighted areas have created an easier way to track students with problems at an earlier point in the Program as compared to the form used in the past.

**b. What Did We Learn:**

Although the Radiography Program at PCC is well established and finely tuned, there is always room for improvement. Fortunately, the students selected for each class are high achievers and very motivated to learn and succeed. Because of this, our outcomes rarely demonstrate serious concerns. We feel that our community partners share our standards and pride and work hard at fostering success in our students.

The Radiography Program is a great example of what a community college can offer to a community. Portland Community College has goals and a mission statement that our Program believes in and strives for.

**3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.**

In reviewing the Graduate Survey for the Class of 2010, 4 out of 12 respondents (33%) rated the Program at a 3 on a 4 point scale for how well the Program prepared the student to demonstrate problem-solving skills in regard to radiographic quality, patient condition and equipment use.

Eight respondents rated the Program at a 4. Although a score of 3 is acceptable, the topic is how they feel they were prepared for critical thinking in the clinical setting and radiographers must be able to “think outside of the box” in many situations. Because of this, we have agreed to develop additional scenarios in the laboratory sessions that challenge this skill. This will be measured by using evaluation criteria used in the clinical setting and other laboratory performance simulations.

We have included samples of course rubrics and assessment tools with this Outcomes Assessment report. They can be found on the following pages.

This rubric is used to assess writing skills – (Core Outcome 1 – Communication)

Disease Report Rubric

RAD 209

CATEGORY	4 POINTS	3POINTS	2 POINTS	1 POINTS
Organization	Information is very organized, used logical progression	Information is organized	Information is mostly organized	Information appears to be disorganized
Content	Disease is well described. It includes several supporting details for description and etiology	Disease is described, but not thorough. Only a few supporting details are included	Disease description minimal, only one detail included per area	Disease not well described, has little to do with topic, no supporting details
Substance	It includes several supporting details for diagnosis, prognosis and treatment	Only a few supporting details are included	Description minimal, only one detail included per area	Not well described, has little to do with topic, no supporting details
Paragraph Construction	All paragraphs include introductory sentence, explanations or details and concluding sentence	Most paragraphs include introduction, details and conclusion.	Paragraphs do not always have all sentences required.	Paragraphing structure was not clear and sentences were not typically related.
Diagrams & Illustrations	Neat, accurate and add to understanding of exam	Text does not refer to them, may have too many	Sloppy, do not add to understanding of exam	Do not aid in understanding or are not accurate
Sources	All sources for information and graphics in desired format	Not all information or graphics correctly identified in format	Sources listed, but used incorrect format and not identified in text	Sources poorly documented
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling or punctuation errors	Many grammatical, spelling and punctuation errors

### **Report on common pathology for exam**

- Description of pathology
- Etiology - the cause of the disease, discuss factors involved in the development of the disease.
- Diagnosis - identify how the disease is identified, may include physical signs, symptoms, history, lab tests, radiographic procedures.
- Prognosis - prediction of outcome of disease.
- Treatment - what, if anything, can be done about the disease.
- Note that the rubric has points for graphics or tables in your paper.

**Be sure to include references for each of the above: people, books, magazines, web sites, etc.**

This is the form used by the Clinical Instructors for students at the end of each term. Their score reflects both their observations and those gleaned from assessments from the staff. This counts toward 40% of their clinical grade each term. (Core Outcomes 1 and 2)

## - PCC End of Term Evaluation

Please consider level of training when completing evaluation.

\* Required

Student Last Name \* Please enter student's last name

Student First Name \* Please enter student's first name

Term \* Please select correct term.

1 - RAD 110



Clinical Site \* Please select your clinical site.

Adventist



CIIC Last Name \* Please enter your last name

Initiative \* Volunteers to perform exams/set up procedures. Stays with exam until completed. Self-directed in learning and improving knowledge of imaging and patient care. Utilizes clinical time to obtain optimal clinical experience. Prepares and cleans up exam rooms.

1

2

3

4

Hesitates or avoids



Consistently demonstrates

Patient Care & Assessment \* Courteous and empathetic towards all patients and cultures. Establishes good rapport and instills confidence in patients. Follows protocol for patient/exam identification. Maintains patient privacy and confidentiality. Accurately assesses patient's needs and abilities and adapts to accommodate conditions/safety needs and communication barriers. Obtains and records patient history accurately and pertinent to exam.

1

2

3

4

Rarely demonstrates



Consistently demonstrates

Procedure & Technical Skills \* Demonstrates knowledge of department/physician routines, equipment and techniques. Maintains proficiency in performing examinations. Evaluates exam order, follows department filming protocols, performs required follow-up duties post exams. Demonstrates speed, accuracy, efficiency



in performing clinical duties. Accurately analyzes image quality for positioning and technical quality. Demonstrates the ability to correct improperly positioned examination and technical factors on second attempt.

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

Efficiency in Meeting Term Requirements \* Completes required competencies/objectives before end of last clinical week. Completes rotations & ensures related paperwork is submitted to CIIC before end of last clinical week. Submits radiation dosimeter to CIIC at end of monitoring period. Maintains attendance record (if required).

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

Attitude \* Receptive to suggestions, and applies corrections. Maintains interest and positive attitude in rotation. Exercises self-control. Receptive to supervision

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

Dependability \* Punctual to clinical site and completes all hours (no more than 1 absence). Complies with department safety codes/policies and program policies. Remains/assists in assigned rotation, follows instructions and completes tasks.

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

Team Participation \* Demonstrates professional communication with other staff/students. Offers assistance and demonstrates cooperative attitude.

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

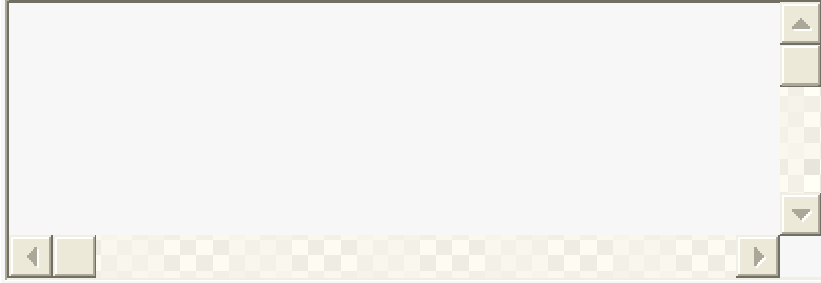
Professional & Ethical Judgment \* Exhibits logical thought in making decisions/recommendations. Seeks assistance for clarification of instructions or completion of an unfamiliar exam. Follows program policies regarding professional conduct, dress code, ID badge.

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

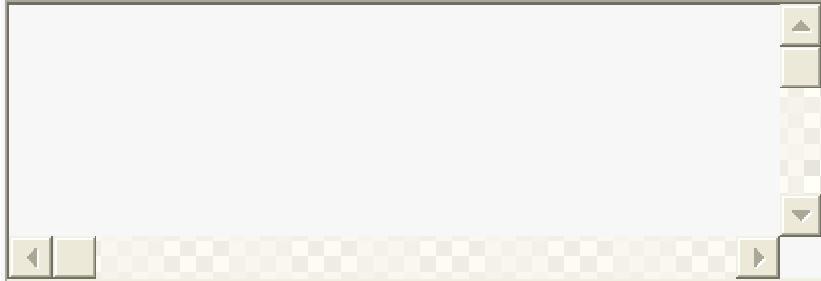
Safety/ Infection Control \* Uses radiation protection for patient, self and others during imaging and properly wears radiation dosimeter. Practices proper body mechanics and safe transfer of patients. Follows infection control practices.

	1	2	3	4	
Rarely demonstrates	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Consistently demonstrates

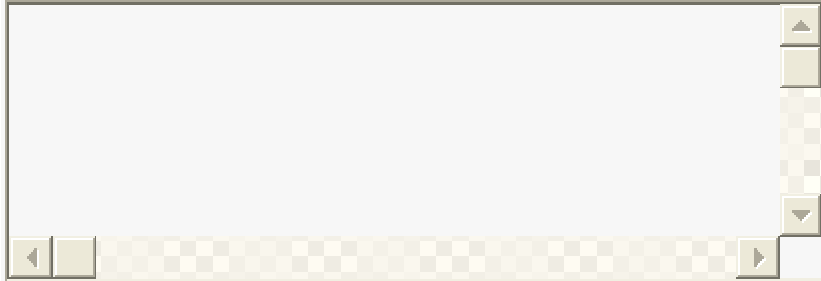
STUDENT'S STRENGTHS..... \* Please describes the student's strengths at this stage of their training.

A large, empty rectangular text area with a light gray background and a thin black border. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom, indicating it is a scrollable text field.

AREAS FOR STUDENT TO IMPROVE..... \* Please describe any areas the student should work on to improve at this stage of their training.

A large, empty rectangular text area with a light gray background and a thin black border. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom, indicating it is a scrollable text field.

OTHER COMMENTS / SUGGESTIONS..... \* Please list any other comments or suggestions that would assist the student at this stage of their training.

A large, empty rectangular text area with a light gray background and a thin black border. It features a vertical scrollbar on the right side and horizontal scrollbars at the bottom, indicating it is a scrollable text field.

Submit

This is the survey sent to graduates 6 months after completing the Program. We compare the outcomes to those of the employer survey to look for trends and any areas where improvement is needed. (Core Outcome 6 – Self-Reflection) This is an actual summary of the 2010 Outcomes.

PORTLAND

COMMUNITY

COLLEGE

Radiography Program

Syl., HT - 306

P.O. Box 19000

Portland, Oregon

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Mailed 32 Questionnaires to 32 2010 Graduates

Received 13 Responses

**RADIOGRAPHY PROGRAM ALUMNUS QUESTIONNAIRE**

**EMPLOYMENT**

1. Are you currently employed as a radiographer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Full-time-2	Part-time-1	On-call- 7	-4	No (skip to question #4)

2. What type of institution are you employed at?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hospital	Hospital	Hospital	Clinic or	Other	
500+ bed	200-500 bed	<200 bed	office		
-2	-3	-2	-1		

3. Have you encountered any job responsibilities that you feel you were inadequately prepared for?

NO- 8

YES- 1

Yes and no. I start IV's at one of the jobs I work at. Starting them on a mannequin arm is very different than doing it on a human being!

But, I have been trained on the job, and becoming good at it.

**CONTINUING EDUCATION**

4. Since graduation, have you furthered your education ? If yes, how?

Yes I am positioning for some Ct exams, and would like to train in CT or Mammography

Yes -7

No -5

-1

Full-time college leading to degree in: \_\_\_\_\_

-Radiation Therapy

Part-time college leading to degree in: \_\_\_\_\_

-6

Specialization or additional certification in: \_\_\_\_\_

-Mammography-X3

-MRI Certification

-CT

-ACLS Certification

-1

Classes, conferences, self-directed study in Radiography: \_\_\_\_\_

## PROGRAM EVALUATION

5. Listed below are the stated goals of the PCC Radiography program. Please evaluate on a scale of 1 to 4 how successful you feel the program was in accomplishing each of its goals.

**How well did the program prepare you to:**

(Goal #1) Utilize effective oral and written communication with patients and health care personnel.

<sup>-9</sup>

4

<sup>-5\*</sup>

3

2

1

**Very successful**

**Unsuccessful**

#3 \*I think I learned this at the hospital and not in the classroom

(Goal #2) Provide appropriate care that ensures the safety, comfort, and ongoing assessment/response to the patient's condition.

<sup>-11</sup>

4

<sup>-2</sup>

3

2

1

**Very successful**

**Unsuccessful**

(Goal #3) Apply knowledge of anatomy, physiology, and pathology to perform radiographic procedures and produce quality radiographs.

<sup>-10</sup>

4

<sup>3</sup>

3

2

1

**Very successful**

**Unsuccessful**

(Goal #4) Perform the duties of an entry-level radiographer, exhibit professional ethical behaviors in the work place and continued growth within the field of radiography.

-12

4

-2

3

2

1

**Very successful**

**Unsuccessful**

(Goal #5) Demonstrate problem-solving skills in regard to radiographic quality, patient condition and equipment use.

-8

4

-4

3

2

1

**Very successful**

**Unsuccessful**

(Goal #6) Operate equipment appropriately.

-11

4

-2

3

2

1

**Very successful**

**Unsuccessful**

**CONTINUING EDUCATION**

6. Please list any graduate level coursework you would like PCC to offer: \_\_\_\_\_

-Phlebotomy for CT, S-Ray; MRI professionals' course

-Angiography?

-Computed Tomography Certificate

7. Any other comments? \_\_\_\_\_

-Great Program!

-I am so grateful to PCC & the Radiography Program. I am awaiting that perfect job, the one full-time w/benefits. But each day I work, I love my career & patients/customers. This is an excellent match for me. I enjoy it everyday!

-No

#### **PROGRAM IMPROVEMENT**

8. How could PCC's Radiography program be improved?

##### **Curriculum:**

-Cover Skulls sooner so have longer to do exams since they aren't very common.

-Overall I think it is a wonderful program. I fully recommend it. The instructors are great & have a lot of heart towards Radiography.

-No suggestions, this part is excellent.

-GREAT!

-More practical discussion of selecting techniques

##### **LabOratory:**

-Audit all of the lab critique answers & correct the errors. I know, huge task, I know.

-Make sure all answers on film critique keys are correct.

-C-Arm to practice & updated equipment.

-Excellent: Wish we had a little more help understanding the skull angles – one on one

- "Y" view shoulder should be taught AP instead of PA Nobody uses PA compared to AP.
- Newer equipment would be nice.
- NEWER EQUIPMENT!

**Clinical:**

- Would be nice if all clinical had the same/standardized rules & disciplinary procedures
  - Follow one tech around for a whole day, learn from them, not 10 different techs in 1 day.
- It's too confusing; everyone has their own style. It's easier to learn from one person when everything is so new & nerve wracking! :)
- No suggestions, I think you guys have an excellent program and it was a privilege to be there. Thank you.

**Other:**

**-I loved the PCC Program ☺ Vicki**



This form is sent to employers approximately 10 months following graduation and is used to determine how successful new graduates are in their first year of employment.

PORTLAND COMMUNITY COLLEGE

Radiography Program

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**RADIOGRAPHY PROGRAM EMPLOYER QUESTIONNAIRE:**

**GRADUATE DATA**

\_\_\_\_\_, a graduate of the PCC Radiography Program class of:

has given us permission to ask you to evaluate if our program graduates are meeting your needs.

Length of employment by you:                                                                                             

   ≤ 3 months      3 - 6 months      6 mos - 1 year      1 - 2 years                      > 2 years

**EMPLOYER DATA**

Position of evaluator:    Manager              Lead Technologist              Diagnostic Imaging Coordinator

2. Type of institution:    Hospital      Hospital      Hospital      Clinic or                      Other

500+ bed   200-500 bed   <200 bed   office   \_\_\_\_\_

3. Area of department where graduate is employed:

(Please check all that apply)   Diagnostic   General   E.R.   C.T.   Mamm.   M.R.I.   Other

\_\_\_\_\_

**PROGRAM EVALUATION**

4. Listed below are the stated goals of the PCC Radiography program. Please evaluate on a scale of 1 to 4 how successful you feel the program was in accomplishing each of its goals based on the performance of this graduate.

**How well did the program prepare this graduate to:**

(Goal #1) Utilize effective oral and written communication with patients and health care personnel.

**4**   **3**   **2**   **1**

**Very successful**

**Unsuccessful**

(Goal #2) Provide appropriate care that ensures the safety, comfort, and ongoing assessment/response to the patient's condition.

**4**   **3**   **2**   **1**

**Very successful**

**Unsuccessful**

(Goal #3) Apply knowledge of anatomy, physiology, and pathology to perform radiographic procedures and produce quality radiographs.

**4**

**3**

**2**

**1**

**Very successful**

**Unsuccessful**

(Goal #4) Perform the duties of an entry-level radiographer, exhibit professional ethical behaviors in the work place and continued growth within the field of radiography.

**4**

**3**

**2**

**1**

**Very successful**

**Unsuccessful**

(Goal #5) Demonstrate problem-solving skills in regard to exposure factors, radiographic quality, patient condition and equipment use.

**4**

**3**

**2**

**1**

**Very successful**

**Unsuccessful**

(Goal #6) Operate equipment appropriately and participate in QA programs.

4

3

2

1

**Very successful**

**Unsuccessful**

5. Are there any job responsibilities that you feel this graduate was inadequately prepared for?

NO-

YES-

Please describe: \_\_\_\_\_

### **CONTINUING EDUCATION**

6.. Please list any graduate level coursework you would like PCC to offer: \_\_\_\_\_

7. Any other comments? \_\_\_\_\_

**THANK YOU FOR COMPLETING AND RETURNING THIS SURVEY IN ORDER THAT OUR GRADUATES MAY BETTER MEET YOUR NEEDS.**

**This rubric is used by the instructor to evaluate written papers and is also a guide for the students to understand the criteria that is used to determine their grade.**

**Evaluation Criteria  
RAD 106**

	1 POINT	3 POINTS	5 POINTS
Language Use	<p>Gaps in information</p> <p>Words don't fit text</p> <p>Limited vocabulary</p> <p>Devoid of details</p> <p>Slang used</p> <p>Difficult to detect meaning</p>	<p>Language is ordinary or overly technical</p> <p>Limited details</p> <p>Paper doesn't expand knowledge, more of a review</p>	<p>Uses words that give clear picture of topic</p> <p>No slang</p> <p>Details are interesting, important, informative</p> <p>Related to topic selected</p>
Organization	<p>No introduction or conclusion</p> <p>Lacks direction</p> <p>Weak connections and transitions</p>	<p>Order logical most of time</p> <p>Connections not always clear, transitions not smooth</p>	<p>Material orderly &amp; logical</p> <p>Has introduction, builds to important point</p> <p>Sense of resolution</p> <p>Transitions are smooth</p>
	<p>Paper lacks central idea</p> <p>Sketchy details</p>	<p>Supporting details skimpy or too general</p> <p>Tries to cover too much</p>	<p>Develops complex ideas with well supported details</p> <p>Correct placement of</p>

Ideas & Content	Lack of information Message unclear Difficult to follow	Relevance of illustrations not included in text	illustrations Writing is specific
Educational Value	Unsupported statements References minimal Nominal topic content Citing of content lacking Inaccurate content	Too many quotes More references required Not all areas cited correctly No new perspective	Incorporates pertinent literature References appropriate to topic and length Cites correctly Original interpretation or new perspective
Mechanics	Spelling errors common Paragraphs wrong Punctuation problems Grammar problems No proof reading Format not followed	Some mistakes Few problems with grammar, punctuation Some spelling errors Big problems fixed, just a few small ones	Paper easy to read Grammar, spelling, and punctuation well done Paragraphs correct Format followed

The evaluation criteria above gives an idea of what would constitute poor, average and excellent term papers. Points will be scored from 1 to 5 in each area.